THE SHAKERITE

34th Year, No. 2 — Shaker Heights High School, Shaker Heights, Ohio — September 27, 1963

Shaker Scores With National Merit Semi-Scholars

L.E.L. Dinner Promotes Pep

Students are not working alone to spark spirit and boost morale at Shaker; their efforts are fully backed by members of the staff.

At the Lake Erie League Annual Dinner, held Tuesday, September 24, at 6:30 in the evening, representatives from each of the L.E.L. schools met in the Shaker cafeteria, not only to arouse spirit, but also to discuss the policies which govern the League and to submit new policies for consideration.

All Departments

Each of the L.E.L. schools, including Brush, Cleveland Heights, Euclid, Lakewood, Parma, Shaker, Shaw, and Valley Forge, was represented in any of several classifications, among which were both Boys' and Girls' Physical Education, Choral, Drama, and Band Departments, Intramural Programs, Speech and Debate, and Publications Departments.

The dinner was organized under the direction of the principals of the L.E.L. schools, who form the governing body of the League.

Shaker's radiant scholars line up in the sunshine. Front row: Alan Cohen, Joan Bailey, Dana Sheperd, Frances Frankel, Ellen Schwartz, Anne Petty, Sally Stone, Stu Math, Bob Wolkin, Larry Kater. Second row: Gerry Lynman, Jon Meyers, Art Scott, Scott Fields, Joel Shook, Joe Owens, Gretchen Effler, Bill Kahrl, Jeff Woolf. Third row: Ken Johnson, Bill Sokol, Andy Inglis, Steve Killiam, Dick Margulis, Bill Lorimer. Not in picture: Scott Cockrell, Nancy Hammond, Alice Hecht, Doug Rose, Marty Rose.

30 Seniors Make Marks; Face Application Forms

Notification of semi-finalist standing in the National Merit Scholarship Program competition has reached 30 Shaker seniors. They qualified on the basis of their scores on the National Merit Scholarship Qualifying Test, taken last March.

This year's semi-finalists are Joan Bailey, Scott Cockrell, Alan Cohen, Gretchen Effler, Scott Fields, Frances Frankel, Nancy Hammond, Alice Hecht, Andrew Inglis, Kenneth Johnson, William Kahrl, Laurence Kater, Stephen Killam, William Lorimer, Gerald Lyman, Richard Margulis, Stuart Math, Jonathan Meyers, Joseph Owens, Anne Petty, Douglas Rose, Martin Rose, Ellen Schwartz, Arthur Scott, Dana Shepard, Joel Shook, William Sokol, Sally Stone, Robert Wolkin, and Jeffrey Woolf.

They are part of a group of 13,000 semi-finalists from 16,500 high schools throughout the country.

Cut-Off 145

Each semi-finalist scored 145 or better on the qualifying test. Those who became finalists will be eligible for Merit Scholarships, which range from $100 to $1500 for each year of college. Usually, only about 10% of the Merit Scholars receive this financial aid, although 4 of Shaker's 29 finalists were awarded scholarships last year.

To become finalists, the 30 seniors must take S.A.T.'s in December, complete several forms, and obtain a school recommendation. All previous semi-finalists from Shaker have become finalists. The names of the 1964 finalists will be released in April.

This group of semi-finalists is the second largest in Shaker's history. There were 29 Merit Scholars last year, and 28 in 1961. So far, Shaker has ranked first in the state in number of finalists in every year of the program but the first.

Know-Your-Club-Week Ends; Pupils Join Organizations

All Shakerites, especially sophomores, had their first chance to break into Shaker's activity program on September 23. The annual Know-Your-Club-Week offered all clubs a chance to publicize themselves and gave all students a chance to investigate and later join any club which interested them.

Sponsored by the Club Committee of the Student Council, this project provided the students with open sample meetings of the functioning clubs in the school. Bonnie Paull, this year's Club Committee Chairman, set aside September 23, 24, and 25 for such meetings and September 26 for signing-up purposes.

New Clubs

A few of the most recently added clubs are Boys Gym Leaders, made up of junior and senior boys who, upon recommendation from their counselors, assist in Physical Education classes and intramural events; the Latin Club, sponsored by Miss Knight, which will attempt to appreciate more thoroughly the Latin language and Roman culture through films and speakers; and the Classical Music Club, whose main purpose is to promote an active interest in classical music.

Sophs Asked

Although sophomores are encouraged to join any clubs appealing to them, no offices are open to them because all club elections were held last spring.

All club presidents are members of the Club Committee and help maintain records of club participation and supervise club policies.

AFS-ers Ahoy!

Prospective AFS-ers will find application forms for the Americans Abroad program 1964 in the Social Room. These applications must be handed in by October 3. Interviews will be held by the local AFS chapter October 8, 10, and 11.

National Program Studies Shaker English Department

Shaker Heights High School is one of the 110 schools throughout the country selected this past summer for the National Study of High School English Programs, a two-year comprehensive study of the teaching of English in secondary schools.

The study is conducted by the University of Illinois and is sponsored by the National Council of Teachers of English. Funds from Project English of the United States Office of Education support the survey.

Study Department

The purpose of the study is to identify and describe current programs and practices of highly regarded English departments throughout the country.

The project staff will collect data by a variety of methods, including questionnaires, interviews, and visits to the selected schools.

The director of the project is Professor James R. Squire, Executive Secretary of the National Council of Teachers of English.

Members of the project staff and of the visiting teams include specialists in English and in education at the University of Illinois and members of the headquarters staff of the National Council of Teachers of English.

Chosen from 43 states, the schools vary in size and economic status, but all have been recommended for their significant English programs. This is not the first time Shaker's English department has been honored.

Randall Recalls

Burton Randall recalls Floyd Rinker, Executive Director of the College Board's Commission on English, saying that he remembers Shaker as having been the pioneer in reducing English teachers' class loads to four classes of 25 students to make possible a strong program of composition. Other schools followed Shaker's example.

George Starr, head of the English department, has this to say about the study, "We look forward to this experience as a way of keeping lines of communication open with schools that do distinguished work and with the experts in the program who will visit our school."

Semanteme Editors to Improve Magazine; Larger Publications Promised This Year

Earl Seidman, faculty adviser, and the six editors and business managers of the magazine plan to print two issues of the *Semanteme* yearly, the first before Christmas and the second in the spring. They hope to double the size of each issue, and to present a wider range of writing from the student body.

Help Needed

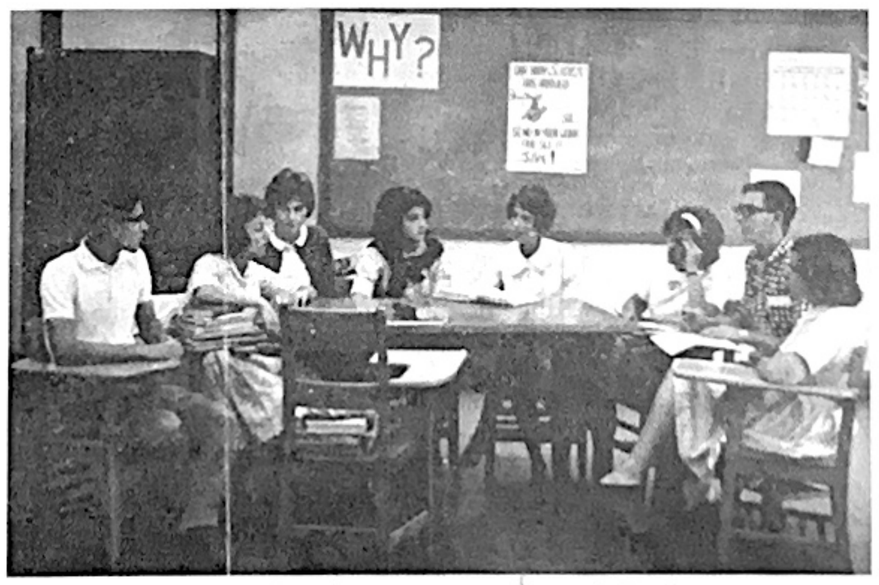
To reach this goal a greater number of contributions is needed. An intense publicity campaign is under way to stimulate awareness and interest in this important literary showcase.

"We anticipate that the new *Semanteme* will serve not only to stimulate creative writing and art at Shaker, but also to provide an atmosphere for the appreciation of aesthetic achievement." This expresses the sentiments of the Editorial Board of the *Semanteme*.

The new staff members are: Meredith Eiker, Poetry Editor, with a staff of Carolyn Corcoran, Harriet Deane, Pam Hopkins, Maxine Isaacs, Kathy Leeb, Tony London, Dorothy Markiewicz, and Steve Schwartz; Joyce Newman, Short Story Editor, with a staff of Alan Cohen, Susan Garfinkel, Linda Lee, Kay Lowry, Douglas Rose, and Susan Wallace; Arthur Scott, Essay Editor, with a staff of Sue Abt, Beverly Brown, Sue Cole, John Feher, Ileen Kurlander, Carolyn Nagusky, Mark Webber, and Gregg Wuliger.

Leslie Cross is Art Editor, with a staff of Nancy Gardner, Bina Kozuch, Amy Roseman, Sandi Saltzman, and Holly Spector; Leslie Dormen is Chief Typist, with a staff of Susan Gennis, Lisbeth Kaufman, Linda Lee, and Linda Rogoff; Peter Shaw is Business Manager, and Andrew Hammond is Assistant Business Manager.

All submissions are judged by the staff and Editorial Board, who know the entries only by number. The deadline for contributing is October 31. All interested students may obtain entry forms in room 16 in the basement.



Meeting to discuss the short story section of the *Semanteme* are (left to right) Alan Cohen, Susie Garfinkel, Sue Wallace, Maxine Isaacs, Kay Lowry, Joyce Newman, Peter Shaw, and Linda Lee.

School Spirit: Right or Wrong?

Once again it is football season. Once again we are urged to show "school spirit," i.e., going to football games en masse, yelling our cheers, and being proud that we go to Shaker Heights High School.

This manifestation of "school spirit" is similar to an ugly girl made beautiful (or less ugly) with the use of cosmetics. It is false, temporary, and only a substitute for true beauty. "School Spirit" is not football games or cheers. It is pride in our school for what it, as a school, as a student body, has done. It is pride in our student body for what it, as a student body, as individuals within that student body, can do.

We can be proud of our school for it has given us many things: it taught us the Fundamentals of Competition; it taught us Grade Consciousness; it taught us the Importance of Tests; it gave us SMSG.

Undeveloped Beings

We cannot feel "school spirit" completely, though, because we, as components of a school, are undeveloped, uncreative beings. We must accomplish as individuals before we can accomplish as a body. With the aid of student clubs and organizations, we can raise our intellectual level. Through sincere endeavors, we can create.

Unfortunately, until we do develop personalities, until we do become people, "school spirit" must resort only to football and cheers. Until we can achieve personal success, we will be an ugly girl.

Semanteme: A Show of Spirit

The phrase "school spirit," considered to be a cliche by some and greeted with silent snickers by others whenever it is mentioned, is, more importantly, meaningless unless it is made tangible. Just as one cannot sit down at night and say, "My goal in life is happiness," and get up the next morning intending to run after happiness, so we cannot pursue this phantom of school spirit. For both these states are by-products of action; both come into existence only by participating in living experience as individuals.

The typical student will cry, "High-flown language is fine, but what can I do? I'm not good at anything." Our answer is, "Be good at something." The writer will never compose anything of any worth unless he sits down with a pencil in hand. One would hope that there are more means of individual expression than football yells in our school. One would also hope that we have more talent than loud mouths.

The *Semanteme*

The *Semanteme* offers expanded opportunity for literary expression this year. Its new organization makes available the full interest of a fine staff in putting together a magazine truly representative of what our school can produce in the area of the arts. But there will be no magazine unless students contribute.

And the magazine will be second-rate if students do not attempt their own creative expression in the best way they know how. Complaints about the caliber of last year's *Semanteme* are meaningless unless the complainer is willing to participate in the magazine this year to make it better.

Participation is the key word, for man does not know what he can do until he does it. In each student's contribution of his own talent, we might be able to get a sense of what school spirit really is. So take a pencil in hand and write something. You might surprise yourself.

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Cartoonists: Bobby Diefenthaler, Wendy Kaufman, Mike Sands.

Editor-in-Charge of Issue: Anne Petty.

President Speaks

Council Goal: Participation

By Alan Farkas

On September 10 the administration adopted the Student Council proposal to lengthen the homeroom period ten minutes the day after a Student Council meeting. In this twenty-minute period all homerooms will have a meeting with their homeroom president presiding.

At this time both the Student and the Social Council reports will be given, and you will have the opportunity to discuss business which you want your representative to bring before the Student Council.

Chairmen Selected

This year you will be playing a new important role in the Student Council. Formerly, committee chairmen were chosen only from the Council, but this year selective interviews for these positions were open to the entire student body.

In the past committees were composed primarily of Student Council representatives, but two weeks ago committees were selected from over 150 applicants from the student body at large. Most projects have always been initiated by the Council officers. Now, you, through your homeroom meetings, can be the initiator. You can be heard, and you will be heard. All you must do is speak.

Council Commentary

Chokel Discovers Humor In Students' Handbooks

By Jeff Chokel

As I wiped the last traces of sleep from my eyes and shuffled my feet in the general direction of my first period class, I saw a crumpled red and white object discarded in the corner.

Being of a curious nature, I examined it closer, and found it to be one of those 2500 40-cent what-cha-ma-callit books the Student Council makes you take.

Now I'm not about to read something those junior executives want me to read, but the forty Abraham Lincolns make me think again. Thumbing through the pages, I find something that says "N.E.O.T.A, Nov. 1, Schools Closed." Now this kind of stuff I like, so I figure I might go a little farther.

Wonders Galore

I find such choice items as "Wednesday—English 'Flexible Night,'" the Social Council "counsels students on social problems and helps them attain social skills," Room 210 is for juniors and seniors "whose maturity and judgment enable them to study effectively," the cafeteria has "excellent food" which can be purchased at a "reasonable cost," and that "It has become an established custom that every student purchase an Activity Fee Card," all of which give me a good laugh.

I flip the book back in its corner and tread up the stairs. I hear the "you're late—one demerit" bell ring, but I don't care. School, like those little Student Council pamphlet things, is for squares anyway.

RandallRamblesinEpicForm; Homer, Aristotle Fall to Wit

By Burton Randall

I have been reading the *Aeneid* and am willing to grant that it has its points, though, since it dates only from 19 B.C., it is not something I should lightly introduce into the high school curriculum, and some things in it, like Dido, may be a trifle frivolous.

Hence, after this excursion into light fiction, I'm content to return to the safe ground of the Greeks. Poseidon's earthquakes and Zeus's thunderbolts may be thought to make "safe ground" an unsuitable term, perhaps, and even to be unsettling. No doubt they account for early Greek settlement in Asia Minor, a point which classicists have yet to accord due consideration. And the moral tone of family life on Olympus is not quite what one expects in Shaker Heights.

Still, Aphrodite has a better record than at least one movie queen, and Hermes, a confirmed J.D., has, as is so often the case in our time, no police dossier.

But these are trivia, and no classicist worth his lexicon is at all disturbed, for example, by Thyestes' acute need for Alka Seltzer. Indeed his brother Atreus might quite appropriately have done the cooking at the recent Faculty Picnic.

Let's take Homer, then. Ah, Homer. Blind, yes, but not what you'd call tight. Diffuse, in fact.

Of course it must be admitted that Homer "nods," as we say to excuse his occasional lapses of memory. But his reader seldom nods, at least not in class, if he knows what's good for him. So there you are. A good moral tale, that's what we want in this high school.

Take Polyphemus, for example, or, as his friends called him after he ate several of Odysseus' men, Rolypolyphemus. Poly — or Roly, as you will—had only one eye was two-faced, as Odysseus found to his sorrow.

This is what Aristotle called complication of the plot. Of course Odysseus did enter the cave to fleece Polyphemus, that must be admitted. But he left the cave looking sheepish.

Penelope, then. Surely with Penelope we can't go amiss, especially since she was a Mrs. Indeed, anyone who can make a skein of wool last for three years would be ideal on a faculty committee. Penelope kept a copy of Kilmer's "Trees" in her bedroom, which shows how moral she was. Not the Guest bedroom, mind you.

Still, one wonders about that household, especially with Telemachus away too, all through Books Five to Fourteen.

I find I am between Scylla and Charybdis with these dratted Greeks, after all, and I think I may look into something modern.

Dante, do you think, or is he frivolous too?

AFS Service Demands Sacrifice, Flexibility

By Bill Kahrl

The time has come again when the Shaker Heights chapter of the American Field Service must select candidates from the junior class for next year's Americans Abroad program.

Applications, which are available in the Social Room, are due October 3. The chapter will interview applicants October 8, 10, and 11.

This is a time when many sophomores are beginning to consider applying to the program and a time when juniors must decide. I feel that it would be appropriate, therefore, to say a few words about the selection standards of the American Field Service.

Who Should Apply

There is probably no such thing as a perfect AFS-er. But all AFS-ers share certain characteristics: intellectual curiosity, adaptability, and patience. In any case, the AFS image — if there is such a thing — is not one of a too polite, all-American flag-waver.

The American Field Service is seeking the student who is *aware* of himself and of his relationship to others, the kind of student who, even as a teenager, has developed something of a personality.

The AFS then asks the student to flex this infant personality, to give up his personal wants, needs, and comforts in order to get along with other people. In exchange, the AFS offers an experience of immense value to the individual.

Not All Fun

The American Field Service does not offer just a fun summer abroad. More than anything else an American Field Service International Scholarship demands sacrifice.

But, through personal sacrifice much can be gained on the personal level! The AFS experience involves a process of addition by subtraction.

Japanese Exchange Student Compares Home and America

"East is east and west is west and never the twain shall meet." Sanae Tanaka, Shaker's foreign exchange student from Ashiya, Japan, is helping to make this well-known cliche meaningless.

Sanae says that there are no amazing differences between the people of her native country and those she has met in America. The most striking difference that she has observed between the people are the tallness of the boys and the amazing number of blonds decorating the landscape; in Japan everyone has black hair.

Sanae has been in America since August 24 and has already traveled across the country from San Francisco to Shaker Heights. She says that her family at home is much like the family with which she is living in Shaker.

School has proved to be somewhat different here, for in her native country Sanae attends an all-girls' school.

Different School

Her school is divided into three sections, the junior high, the senior high, and the college, which means she will attend the same school for ten years. Sanae carries a heavy schedule of eleven subjects including seven periods a week of English.

She says that there are several boys' schools near her school so that there is no problem meeting boys. Although the majority of boys do not have access to cars, they date freely, attending the theater, the movies or baseball games.

The only other difference Sanae notes is American food and how much of it Americans can consume. She also mentions that in Japan it is the custom to remove one's shoes before entering a house. Parents of American students have observed that this custom has been spreading rapidly.

Sanae is enjoying her experience at Shaker and, in short, is becoming very well "oriented."

Sanae Tanaka, AFS student from Japan, is become well oriented to Shaker.

Szwaja Ends Year at Yale; Won Fellowship in History

Joseph Szwaja, teacher of Advanced Placement and American History, was the recipient of a John Hay Whitney Fellowship at Yale University for the academic year 1962-1963.

The purpose of the fellowship is to "recharge the intellectual batteries" of 93 teachers by sending them to six different colleges for further studies.

Mr. Szwaja was given a blank check to pursue any courses he wished. He chose to take courses in historiography, European intellectual history, history of the South, twentieth century America, and American literature.

However, Mr. Szwaja's year was not all toil. He, his wife, and their three children enjoyed their beachside house. Every two weeks the scholarship fellows had a get-together. The Szwajas took weekend trips to Jamestown, Williamsburg, New York City, Boston, and West Point.

The summer after his scholarship period, Mr. Szwaja went to Northampton, Massachusetts, to teach five girls and one boy as a part of the Smith-MIT summer program.

Mr. Szwaja concluded that the scholarship was a once-in-a-lifetime gift. "Every teacher should have this experience," commented Shaker's history scholar. Said Mr. Szwaja of the worth of this year's study, "I'll be a better person for it."

New Books, Methods Modernize Courses

New textbooks share the spotlight with new teaching methods this year. The American history department has adopted Large Group Instruction, while American problems instructors are now team teaching. In chemistry, French, and mathematics, new texts are bringing classes up to date.

Chemistry, An Experimental Science, and its companion lab manual are in their first year of use in all chemistry courses at Shaker. They were prepared by a group of high school and college educators under a grant from the National Science Foundation.

CHEM Study

CHEM Study is "conceptual" and based largely on experimentation. It leads students to derive generalities from experiments and then to enforce them by reading the theories from a text.

The purpose of the program is to bridge the gap between high school and college science courses. At present, several schools in the Cleveland area have adopted either CHEM Study or CBA, a similar program.

Paul Ginestier and Andre Maillet have written a French text, which a group of third year students are now using. *Culture et civilisation francaises*, a book which was written in France, is also taught in French schools.

It presents a variety of interest to the students through short selections by French authors. It includes biographical material, philosophy, and travel literature, as well as comprehension exercises and vocabulary.

The revised SMSG textbooks give a continuity to mathematics through the freshman, sophomore, and junior years. The texts have the advantages of having co-ordinating authors and the same publisher.

Relatively new concepts in high school mathematics, such as the set theory, are stressed in this course. Since such programs are being accepted throughout the country, college board examinations are being geared to follow them.

Ticket Sale Successful; 1500 Purchase in Drive

Joe Owens, chairman of the Activity Ticket Sale, reports that this year's sale was the largest in Shaker's history. Over 1,500 tickets, amounting roughly to $8,250, were sold, representing about 80% of the students.

Tickets were sold in homerooms from Monday, September 9 to Monday, September 16 by representatives chosen from the student body. The sale continued through Friday, September 20 in the Student Activity Office.

Prizes Given

To promote the sale, prizes were given to the first homeroom in each class to reach 100%. Miss Siley's senior homeroom, Miss Buehler's junior homeroom, and Mr. Lata's sophomore homeroom won free cokes and a cooling unit consisting of a bag of ice-cubes.

Bob Dudgeon, a junior, was awarded a live hen for possessing the lucky activity ticket number.

Further prizes of free cokes were given to Shakerites who identified representatives and gave them their name and ticket number.

Bob Dudgeon exhibits one of the prizes Shaker students won during the Activity Ticket Sale.

Separate Teas Greet Mothers

The Mother-Counselor Teas, to be held on September 23, 24, and 25, in the Social Room, have been newly reorganized. In past years, one tea was held for all the homeroom mothers and teachers. This year, separate teas will be given for each grade.

The prime purpose of the teas is to acquaint the homeroom mothers with their duties and introduce them to their homeroom teachers, the staff, and Russell H. Rupp, Principal.

Separate Teas

The tea for sophomore homeroom mothers will be held on September 23; junior mothers, September 24; and senior mothers, September 25. The business portion of the teas will begin at 3:00 p.m. Mrs. E. C. Hughes, President of the Shaker High School P.T.A., will speak. Then, at 3:45, the teachers will join and meet the mothers.

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Injuries and Penalties Cause Raider Defeats

Beset by injuries and frequent penalties, the Shaker Red Raider football team lost their first two games of the season. The Raiders fell to Maple Heights, 26-6, on Friday night, Sept. 6, and were shut out by South on Saturday, Sept. 14, 26-0.

Playing with four regulars injured, Shaker was unable to get started against Maple Heights until late in the third quarter.

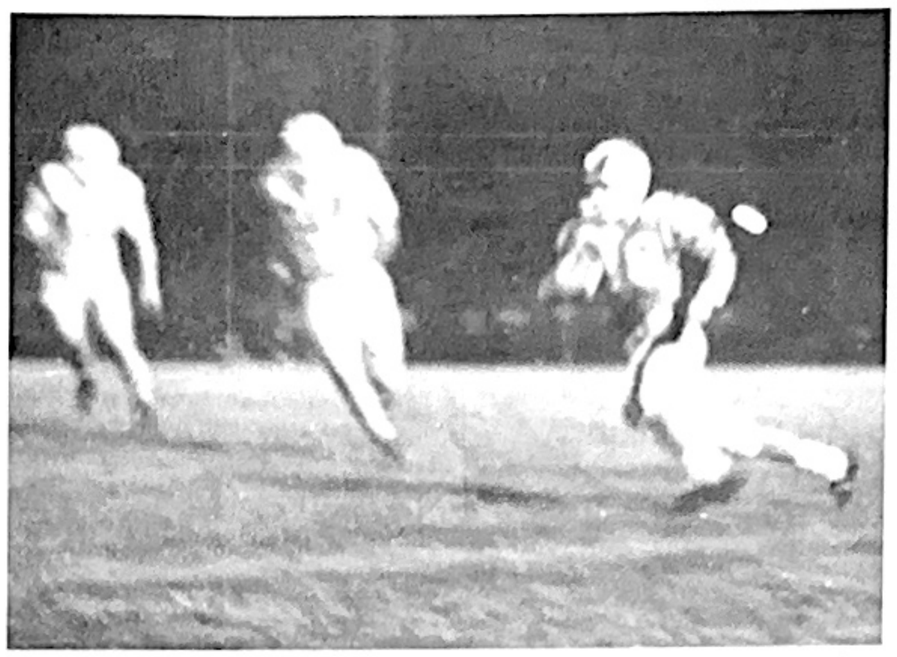
The Mustangs scored three times in the first half, and were leading 20-0 when Alan Ippolito pushed over from the one-yard line following a long run by halfback Dave Iofredo.

This was Shaker's only threat in a game dominated by Maple Heights' strong defense.

In their home opener against South, the Sannamen held their own against larger opponents in the first quarter but, crushed by the loss of injured quarterback Chris Ensign and by several major penalties, the Raiders found themselves with their backs to the goal posts frequently in the second period, and gave up two touchdowns.

The team came to life briefly in the third period when, after Bruce Hughes recovered a fumble on the South forty-yard line, Ippolito passed to halfback Scott Forbes for 25 yards and a first down to the 15. However, within four plays Shaker had been beaten back to the 26, and was forced to give up the ball.

At that point, the Raiders fell apart, and South added two more touchdowns.



Sweeping around end for a short gain during Shaker's drive for their sole touchdown against Maple Heights is Alan Ippolito.

Outlook Brighter as Harriers Prepare for Euclid Relays

From steady improvement in its dual meets, the Red Raider cross-country team has hopes of making a good showing in tomorrow's Euclid Relays.

This meet is traditional and is one of the major attractions of the season because many of the best teams in the area compete. It is the Raiders' first large-scale competition of four relays this season.

The team's success tomorrow will be a strong indication of their success at the forthcoming St. Joseph Relay, Brush Relays and District Meet.

Captain Bob Williams and returning lettermen Joe Owens, Bill Lorimer, Dave Gilliss, John Welch and Chris Matey will form the nucleus of this year's team.

Additional varsity strength is expected from seniors Ed Kovachy and George Divoky, juniors Greg Hollows and Ken Susman, and sophomore Bruce Holmes.

Bob Rice, coach of the harriers, reports that the gradual lowering of times by his team has brightened the outlook for a strong finish in future L.E.L. competition.

Coach Rice commented, "The Lake Erie League is the toughest cross-country competition in the state. Brush High School has been the state champs two out of the last three years, while Lakewood was runner-up last season. We expect our toughest competition of the year in the approaching meets with Brush, Lakewood, and the perennially tough Euclid."

The increase in participating members has afforded the team a strong atmosphere of competition. This team depth, combined with individual excellence, has placed Shaker as a strong contender.

Sportacus

By Mike Liff

In the past, letters to the editor have been confined to the editorial page. It would seem, however, that opinions on sports matters would be more at home on the sports page.

This year the intramural program at Shaker has taken on a new look. The remainder of this column is devoted to one student's opinion of this new program. This column will welcome the written suggestions and observations of both students and faculty.

Dear Editor:

Shaker's intramural football program has taken on a completely new look under the direction of the physical education department. This year, teams were formed not by boys who were eager to organize and direct a team, but by boys who were appointed by the gym staff.

All members of the gym class were chosen to be on a team, but each captain was allowed to select his team only from a small portion of the gym class. Six champion teams, one for each gym period, will play in a tournament held after school.

The advantages of such a program are (1) a greater interest in the gym classes and (2) an increased number of boys participating in the intramural program.

But may we call this an "intramural program" when only six teams, or forty-two boys, will be *permitted* to play after school compared with last year's 150 boys contending in intramural football? May we say that the boys playing during the school day are competing in "intramurals," or should we say that they are only playing in a gym class tournament to decide who may, and *who may not*, play in intramurals after school?

The handbook states that intramurals exist "so that all students may participate in athletics," but may one call a required game between two groups of boys, many of whom are neither able nor interested in playing football, "athletics"?

I can only ask these questions. You and every other conscientious Shakerite must provide the answers.

Sincerely,
Jeff Chokel

Lettermen Lead Tennis Players

Depth in vital positions and early team successes heighten the Shaker tennis team's hopes of being a contender in a tight 1963-64 L.E.L. race.

Although Coach James Snavely has only two returning lettermen in John Garnett, and Scott Siegler, the depth and broad experience of the squad is expected to compensate for the lack of any star players.

Since most of the teams in the league have lost key men due to graduation, the season's outcome is as yet unpredictable. As Coach Snavely phrased it, "The thing is up for grabs and we'll be in there grabbing."

Elimination Tournament

An elimination tournament was held to determine the varsity ratings in both singles and doubles competition. The team has been working steadily toward their match with the Redmen of Parma next Tuesday at the Thornton Park courts, where all home meets are held.

Looking optimistically past the current season, Coach Snavely had praise for the fine group of sophomores headed by Alan Geismer, in whom Shaker's future tennis hopes lie.

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